

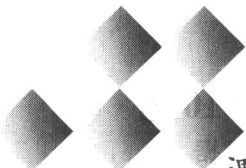
课程教育学丛书

英语

课程教育学

舒白梅 向宗平 ◇ 主编

华中师范大学出版社



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主编 ◇ 舒白梅 向宗平

编者 ◇ (以姓氏笔画为序)

文 斌 王 勇

李正林 张国华

肖正清 陈 浪

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责任编辑：龚琼芳

责任校对：张 忠

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前 言

外语教学的目的是帮助外语学习者尽快地掌握所学语言,并能成功地使用所学语言进行交际。为了达到这一目的,应用语言学家和外语教师都在竭力寻求最佳的外语教学方法。外语教学法就是研究外语教学的方法与过程,揭示外语教学的性质与规律的一门科学。它除了研究外语教学的途径、方法和技巧以及原则和理论基础外,还要研究外语教学中的程序、步骤和实际操作,探讨如何使教师能根据实际情况在教学中选用和创造最恰当的方法,达到最佳的教学效果。

外语教学过程是一个包含了大量动态变化的发展过程,外语教学自身体系和外语教学规律体系都是复杂的,它涉及到大纲、课程、教师、学生、教学环境等诸多方面。我们根据教育部制定的《英语课程标准》的精神,力求在课堂教学中体现新的教育观念,实现如下五个方面的转变:既重知识又重技能,既重结果又重过程,既重教又重学,既重解释又重探索,既重句子又重语篇。因此,在书中我们不仅讨论了教师如何教的问题,还讨论了学生如何学的问题,重点讨论了如何为学习者提供有利的、丰富的语言环境和在课堂内外如何创设这样的环境。内容涉及教学理论、学习理论、语言知识的学习和交际能力的培养、课堂组织、教学评估等;还探讨了如何进行启发式、交互式、合作式教学,如何促进学生的自主学习与继续学习能力,如何利用和开发现代化教育技术,以及教师职业素质的培养与发展等问题。力求在吸收国内外外语教学领域最新成果的基础上结合中国实际,探索既能满足学习者的需要和社会需求,同时又能反映外语教师的总体和个体需要的教学方法和策略,使学生能从语言知识、语言技能、文化意识、情感态度和学习策略诸方面得到全面的发展。

本书的读者对象是师范院校英语专业的学生和从事外语教学及研究的外语教育工作者。鉴于这些职前与在职的各级外语人员的需要,

本书除了讨论外语教学的理论与实践外,还在每章后设有“问题与任务”,旨在帮助读者加深对内容的理解,并运用所学指导实践。本书用英语撰写,这样使用者在学习本学科专业知识的同时还可以在语言知识与运用方面得到提高,在备课和教学时也更容易和直接些。

参与本书编写的是华中师范大学英语系的部分教师,舒白梅教授和向宗平老师担任主编,具体的编写分工如下:李正林负责第一、二章,舒白梅、文斌负责第三章,向宗平负责第四、五、六章,王勇负责第七章,陈浪、肖正清负责第八章,张国华负责第九章,陈浪负责第十章。初稿完成后由舒白梅和向宗平统稿、修改并定稿,并由华中师范大学陈佑林教授和中南民族大学刘作焕教授审稿。

由于编写时间紧迫,加之编者水平有限,疏漏错误在所难免。望各位学者、教师、学生以及其他读者批评指正,以便将来进一步修改提高。

编者

二零零四年十二月于桂子山

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Chapter 1 General Introduction

Language teaching came into its own as a profession in the 20th century. Central to this process was the emergence of the concept of methods of language teaching. The quest for better methods preoccupied teachers and applied linguists throughout the 20th century.

Methodology in foreign language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is something that links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology.

1.1 Background Knowledge of Language Teaching and Learning

Foreign language teaching and learning is influenced by a lot of disciplines such as linguistics, psychology, and pedagogy. Linguistics provides information about language in general and about specific

language being taught. Psychology describes how learning takes place; and pedagogy blends the information from linguistics and psychology into a compatible “method” of presentation in the classroom.

1.1.1 Views of language

Language is an arbitrary system of symbols by which thought is conveyed from one human being to another.

There are mainly three different views of language: the structural view, the communicative or functional view and the interactional view. The structural view of language is that language is a system of structurally related elements for the transmission of meaning. These elements are usually described as phonological units (phonemes), grammatical units (phrases, clauses, sentences), grammatical operations (adding, shifting, joining or transforming elements), and so on. The target of language learning, in the structural view, is the mastery of elements of this system.

The communicative or functional view of language is that language is a vehicle for the expression of functional meaning. The semantic and communicative dimensions of language are more emphasized than the grammatical characteristics, although these are also included. The target of language learning is to learn to express communicative functions and categories of meaning.

Let's take an example to illustrate the structural view and the functional view. The sentence “Why don't you close the window?” is undoubtedly an interrogative from a structural view. However, from a functional viewpoint, it can function differently in different situations. In some cases, it may function as a question — for example, the speaker may wish to know why the person never closes the window. In other situations, it may function as a command, or a

plea, a suggestion, or a complaint.

The interactional view of language sees language primarily as the means for establishing and maintaining interpersonal relationships and for performing social transactions between individuals. For example, one of the aims of language learning in the interactional view is learning to initiate and maintain conversations with other people. In the interactional viewpoint, language learning is to help learners not only to apply the grammatical rules of a language to form grammatically correct sentences, but also to know when and where to use these sentences and to whom.

1.1.2 Views of teaching

The concept of teaching is a process that is intrinsically and inseparably bound up with learning, that is, it should result in personal learning for students. A good teacher is in the business of making himself or herself unnecessary, and of empowering learners to learn without the teacher's help. Teaching can be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to understand" (Kimble & Garmezy, 1963).

Teaching, unlike other professions, also requires teachers to actually manage an emotional relationship with students. That is, the teacher should help learners to learn, and in order to help them to learn more effectively, the teacher also has to seek ways to remove learners' affective barriers and to construct positive affects.

The total process of teaching is a complex phenomenon which will depend to varying degrees on the specific pedagogical behaviors of teachers, on the administrative and social context of their activity, on their personal attitudes and habits, and on the collective expectation of their students.

To sum up, theories of teaching should specify the following features:

- the knowledge that most effectively leads the individual to a predisposition toward learning;
- the ways in which a body of knowledge should be structured so that the learner can most readily grasp it;
- the most effective sequences in which to present the materials to be learned;
- the nature and pacing of rewards and punishments in the process of learning and teaching (王立非, 2000:26—27).

1.1.3 Views of learning

The behaviorist position

Traditional behaviorists believed that language learning is simply a matter of imitation and habit formation. Children imitate the sounds and patterns which they hear around them and receive positive reinforcement for doing so. Thus encouraged by their environment, they continue to imitate and practice these sounds and patterns until they form “habits” of correct language use.

The behaviorist explanations for language acquisition offer a reasonable way of understanding how children learn some of the regular and routine aspects of language. However, their acquisition of the more complex grammatical structures of the language requires a different sort of explanation.

The innatist position

Noam Chomsky claims that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop. Chomsky suggests that language is an innate faculty. That is to say, we are born with a set of rules about language in our heads which he refers to as the